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purpose in familiarizing the public school men of America with the details of organization and the scope of work offered by their own higher institutions.

G. T. B.

Occupational information for boys and girls.—The development of systematic occupational guidance has been delayed by a number of conditions. One of the chief obstacles in the path of progress is the dearth of printed information concerning the ever-increasing number of vocations open to junior workers. Vocational readings, if they are to be directly beneficial to young people, must be brief and most attractively written. The preparation of such a body of comprehensive readings is a task not of a day, a month, or a year. In fact, the amazingly rapid multiplication of vocations will make necessary a continuous reorganization of occupational information for the use of prospective workers and advisers.

A compilation¹ of vocational information for boys and girls has recently appeared and carries valuable suggestions for those who would contribute to this important field of knowledge. The compelling idea in the minds of the editors is stated in a prefatory note:

In preparing this volume, we have made no attempt to treat the subject exhaustively. It has been our endeavor to present only a few of the many occupations that are open to the boys and girls of to-day, with the hope that the study of these may provoke interest and inquiry in the minds of the young readers.

It will be observed that many of the more unusual and uncrowded vocations (especially for girls) are offered for consideration. We have stressed those occupations that require education and training, trusting that many boys and girls will feel the necessity of remaining in school for a thorough preparation for their life work, thus avoiding an easy entrance into "blind-alley" jobs [p. v].

The book is appropriately divided into three parts. The first deals with the general question, "Why choose a vocation?" The second discusses a dozen or more opportunities for boys, among which are pharmacy, chemistry, forestry, employment management, farm management, journalism, medicine, law, printing, and salesmanship. The third part covers an even greater number of vocations attractive to girls. The following are typical: farming, household arts, secretarial work, vocational art, library work, forest ranging, department-store service, advertising, salesmanship, craftsmanship, medicine and nursing, laboratory research, insurance, dietetics, statistical work, horticulture, landscape architecture, and interior decorating. The several occupations are presented by almost as many different writers. The better known contributors to the volume are Edwin Markham, Franklin K. Lane, Burton J. Hendrick, Frank Parsons, Benjamin R. Andrews, and Mary Schenk Woolman.

¹ BENNETT B. JACKSON, NORMA H. DEMING, and KATHERINE I. BEMIS, *Opportunities of Today for Boys and Girls*. New York: Century Co., 1921. Pp. xii+274.

This compilation is frankly directed to junior readers. The contributions are in the main intelligible to adolescent boys and girls. In some instances the material may be beyond their reach, but it is in just such places that the vocational counselor has his opportunity. The book will be most useful in schools attended by children of the well-to-do for the reason that the major emphasis is given to the professions, the near-professions, and other vocations demanding specialized training on or above the high-school level. Nevertheless, the editors have contributed to the gradually increasing body of occupational information so necessary to the hosts of young persons who yearly cross over the "No Man's Land" lying between school and vocational efficiency.

G. M. HOYT

Co-operative citizenship.—It is generally conceded that the only effective instruction in civics is that which makes the student conscious of his own civic relationships and gives him practice in responsible civic activities. With such purpose in view, a new text¹ for use in secondary-school classes undertakes the following:

1. The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national), and of government in relation to that life.
2. The cultivation of certain habits, ideals, and attitudes essential to effective participation in that life through government and otherwise [p. v].

The subject-matter of the book is organized around four controlling ideas: common purposes in community life, our interdependence in attaining these, the consequent necessity for co-operation, and government as the agency through which to secure co-operation.

Commencing with a discussion of common needs, which are illustrated by reference to everyday affairs in the local community, the idea progresses through our interdependence in such affairs to the need for co-operation. The necessity for team work is most vividly portrayed. The agency of co-operation is now sought, and here a chapter on "Why We Have Government" is introduced. The idea of necessity for government is built up by reference to matters pertaining to the child's everyday life. Government is portrayed as being at once the "signal" (as in a game) for co-operation and as the "rules of the game." "Ill-mannered" people alone have reason to object to these rules. The young citizen is made to feel that he is important in a community; his rights and responsibilities are coupled together, and the spirit of service is emphasized.

The idea of breadth of community is developed from that of the immediate environment through city, state, nation, and finally to world-community. Identity of wants and interdependence of groups are demonstrated by reference

¹ ARTHUR W. DUNN, *Community Civics for City Schools*. Boston: D. C. Heath & Co., 1921. Pp. x+582.